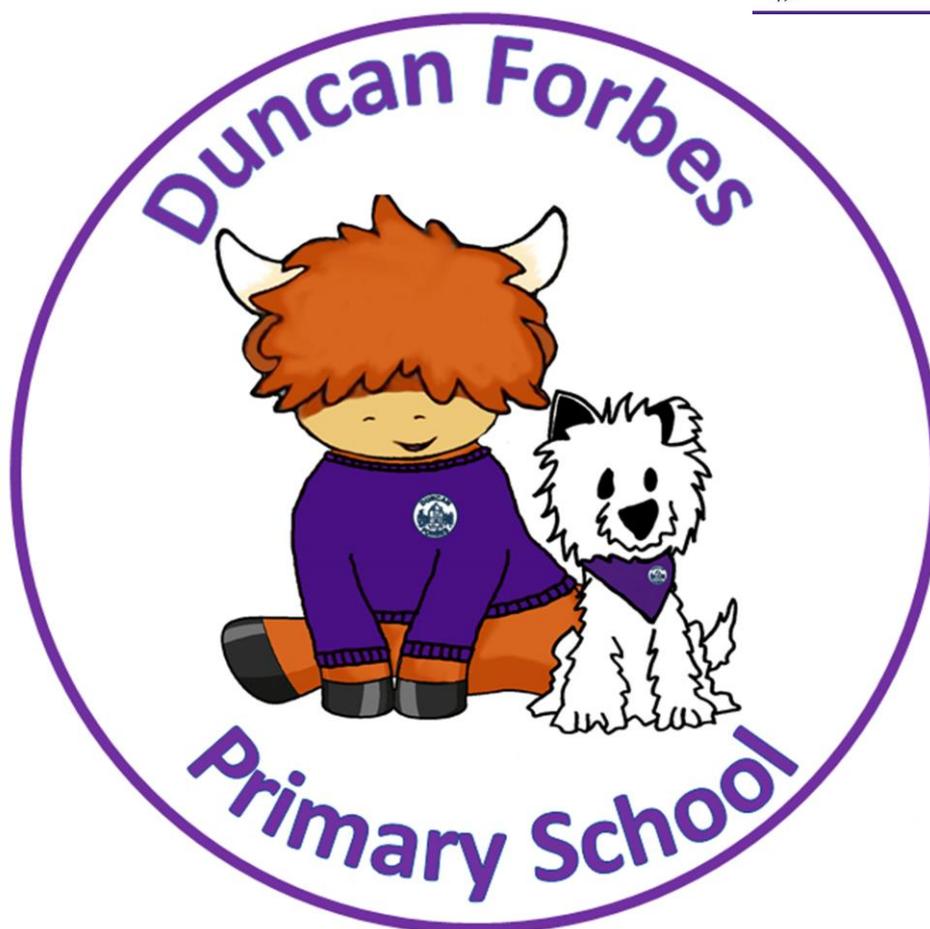


Standards and Quality Report

2021/22



DUNCAN FORBES PRIMARY SCHOOL

HIGHLAND COUNCIL | KEPPOCH ROAD, CULLODEN, INVERNESS, IV2 7NY

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School/ASG

Duncan Forbes Primary School opened in 1977 and is built on what was once the grounds of Culloden House, home of the Forbes family. There are presently 11 classes from Primary One to Primary Seven and a purpose built Early Years centre which provides pre-school education for 3 and 4 year olds.

There are two main buildings plus an administration wing, a computer suite/GP Room and gym hall/dining room.

Children with Additional Needs are well supported in mainstream classes by Additional Support Needs Staff with input from specialist services. SMT work closely with families to update Child's Plans so that Support staff can focus on providing direct input with pupils. Our allocation of support has increased for session 22/23.

All staff actively promote positive behaviour and children's achievements are recognised and celebrated throughout the school. We recognise the UNCRC Rights of The Child and every pupil has a responsibility to uphold them.

Our school has a thriving music community developing. We have a music teacher for two days a week along with visiting tuition in voice, drumming, woodwind, brass and strings. We also have a visiting PE teacher one day a week.

Our school is very well supported by the wider community. Parents have established and maintained many after school clubs such as athletics, shinty and football. We are always interested to add more to this offer.

Duncan Forbes Primary School feeds into Culloden Academy along with Cradlehall Primary, Smithton Primary, Balloch Primary, Croy Primary and Ardersier Primary. Management teams from each school meet regularly throughout the session to plan transition and share good practice. We also provide opportunities for ASG improvements and joint visits. This session, our joint project will focus on Attainment and Moderation.

This year, our role has remained stable and we will maintain 11 classes for the next session. Across the school is a balance of staffing with very experienced colleagues along with those who have joined the school over the last few years. As a team we work very closely together to support each other and promote positive outcomes for our pupils.

Our school roll is projected to increase further over the next five years due to building work in our catchment area. Fortunately, we have room in the physical building to grow with a further 3 classroom spaces. Our outdoor space is used daily to enhance the learning activities of the pupils and with easy access to local woods, we make the most of our position for outdoor nurture every day with a dedicated nurturing member of staff.

- ▶ We also get music, French, PE, Spanish and Spanish
- ▶ We have a CSW to help us emotionally
- ▶ If you have a disability there are resources and items to support children if needed
- ▶ We get down time to have brain breaks and enjoy each other's company
- ▶ We have a lot of outdoor space around our school
- ▶ We have exciting new playground markings for outdoor learning
- ▶ Paul teaches us how to ride our bikes
- ▶ The members of staff are great at keeping us safe
- ▶ We have disabled toilets for those that need it
- ▶ The staff have a sense of humour
- ▶ Our outdoor resources are good and we can play safely with them
- ▶ We are kind to each other
- ▶ We can be kind and helpful to each other
- ▶ We are encouraged to use our imagination in play
- ▶ We are a very active school and encourage active travel to school
- ▶ We risk assess for dangers
- ▶ Staff recognise when children need help
- ▶ Staff communicate with pupils to develop understanding of their mistakes
- ▶ All staff care about the pupils in the school
- ▶ We are lucky to have a controlled and safe environment
- ▶ There is always food if someone needs it
- ▶ There are regular fire drills to keep us safe
- ▶ Our DFAC is there for everyone and keeps us fit
- ▶ P7s go to Dalguise

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- ▶ A climbing wall would be good to get back
- ▶ More outdoor learning focus
- ▶ Private areas for changing
- ▶ More free play
- ▶ Make the learning engaging and fun all the time
- ▶ More support in small, focussed group work
- ▶ Have special days for learning on areas we don't know a lot about
- ▶ More opportunities for Expressive Arts
- ▶ Use time better in school and learn your routines
- ▶ More space to sit outside
- ▶ Learn more about Black history
- ▶ More awareness of charity
- ▶ More for people who have illnesses
- ▶ More awareness
- ▶ for children of disabilities
- ▶ Outdoor sinks/taps
- ▶ Think about the environment more and grow our own

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1: Recovery from COVID-19 Impact

Primary focus: School and ELC improvement

Year of Project: 2

Purpose:

- 1) Health and wellbeing post-Covid-19
- 2) Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation/remote learning)
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Progress and impact:

- ✓ Weekly newsletters were established to bring a closer connection for parents during a time when they still could not visit the school in person
- ✓ HWB lessons focussed on giving pupils the opportunity to discuss how they were feeling post Covid. Counselling was set up for those pupils who required it and CSW was employed to work with individuals and small groups. Nurture PSA worked with different groups of children as their need arose.
- ✓ Outdoor learning was focussed on as a way to help pupils feel like children again, make links in their learning and give them space to learn and lead learning.
- ✓ Intensive support groups for numeracy were set up with the ASL teacher. They lasted for half an hour per group and focussed on number bonds, number recognition and number order. Teachers reported an improvement in number work and concentration for these pupils back in class. The majority of pupils supported in this intervention made progress evident in class work.
- ✓ PSA staff carried out PM reading assessments through the whole school which afforded a reading ability score for every pupil. This then informed the pupils who were selected for Nessy reading intervention.
- ✓ Tracking of pupil progress continued effectively at every stage with assessment meetings every 10 weeks to review the progress being made.
- ✓ There was a clear link between short term interventions and improved outcomes in class.

Next steps:

- 🕒 Continue with weekly newsletters as a frequent correspondence with the wider community
- 🕒 Embed outdoor learning as a daily occurrence for pupils
- 🕒 Develop the Intensive Support Groups further to incorporate literacy in addition to numeracy support
- 🕒 Carry out PM reading assessments twice in the session with PSA staff
- 🕒 Extend the licence for Nessy Reading
- 🕒 Invest in Power of One and Plus 2 focussed interventions for numeracy recovery

Improvement Project 2: Creative Learning Opportunities

Primary focus: Teacher and practitioner professionalism

Year of Project: 1

Purpose:

- 1) Learning activities will be linked and be 'real' to pupils, more relevant, more enjoyable, more valued.
- 2) Retention of learning will be improved through the creativity of what is learned.
- 3) Our school will exemplify the rights of the child through RRS programme towards our Silver status.

Progress and impact:

- ✓ Provide opportunities to take learning outdoors regularly as part of the curriculum, each class has had a mud kitchen purchased and has a space designated for play outside.
- ✓ Most pupils were able to give examples of how their learning linked to real life needs, especially as part of DYW and future life and work.
- ✓ Extensive investment in playground markings to support learning across curricular areas has been done. Markings were put in place over the summer holidays and the evidence that pupils are engaging with them, playing and learning, is clear.
- ✓ Use Rights Respecting Schools as a framework for creative learning across the whole school with a common theme. Weekly links are sent to me by RRS which contain an assembly plus activities linked to a right. Over the course of a year, all rights will have been covered with the pupils and follow up activities completed in order to improve their understanding of children's rights.
- ✓ Tie in Global goals and ECO themes across the school with our Pupil Council. This includes our Safer Routes to School programme as we try to make our school journeys have less of a carbon footprint alongside promoting active travel.
- ✓ Empower staff to take ideas from the pupils as a stimulus for learning, taking forward Article 12, QI 3.3 and How Good Is OUR school.

Next steps:

- 🕒 Embed outdoor learning as a daily occurrence for pupils
- 🕒 Each class to continue to use their outdoor area and develop it further through pupil led activities
- 🕒 Play is recognised as an integral part of our learning journey and play based learning is provided to every class throughout the school
- 🕒 Submit the action plan to Rights Respecting Schools Officer
- 🕒 Fortnightly assemblies will link to RRS and Global Goals
- 🕒 Our school will take forward ECO ideas into everyday life in the school, particularly in response to the cost of living/energy crisis
- 🕒 Forward planning allows for pupil voice and input at the planning stages of learning, promoting ownership and self-directed learning

Improvement Project 3: Writing

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose:

- 1) Writing will be straightforward for pupils with resources to support their learning and clear targets for writing
- 2) Learning and writing about genres will follow a natural progression in line with other aspects of literacy learning – grammar, spelling, punctuation.
- 3) Writing is planned in such a way that pupils will know exactly where they are in their writing development

Progress and impact:

- ✓ A framework of genres was created for P1-P7 ensuring that each genre was repeated over a 3 week basis in order to provide opportunities to learn and develop within a genre regardless of context
- ✓ All stages now have a planning framework for writing genres which they can follow or adapt
- ✓ Most staff are clear on how their stage relates to what is being taught at other stages
- ✓ Planning expectations at each stage were created to support the framework, assessment materials, planning documents, writing frames, etc for each stage and each genre
- ✓ Agreed how writing should develop from personal in the early level to across 5 genres at second level with repetition, development of benchmarks across a 3 year level and standard at each stage
- ✓ Additional support material created for pupils who benefit from visual stimulus when writing
- ✓ Purchased PM writing resources
- ✓ Created a grammar and punctuation continuum using the benchmarks to use alongside writing, however, we did not feel it was progressive enough for our pupils

Next steps:

- 🕒 Throughout session 22/23 we will work with Stephen Graham to develop the pedagogy of writing and develop this alongside our framework
- 🕒 Learn how to use PM writing resources to link reading and writing together (exemplars of styles alongside planning) in conjunction with Stephen Graham training
- 🕒 Look at our wider literacy programme and how it fits together all components included oral literacy

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Very good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Good

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Very good
Theme 2 Our learning and teaching	Very good
Theme 3 Our school and community	Very good
Theme 4 Our health and wellbeing	Good
Theme 5 Our successes and achievements	Good

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office.